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ABSTRACT

Focusing on the states of California and New York, this book highlights the political aspects of educational policy, the configurations of power and how they play out with respect to history-social studies curriculum policy. The volume examines the politics of multicultural curriculum policymaking in these two states within the context of the national "America debate." The book is about ongoing efforts to (re-)define the United States and about the politics of education policymaking. The volume focuses primarily on racial and ethnic concerns about multicultural history/social studies curricula and instructional materials; how these concerns were made known to a wider audience; and how they were received, absorbed, and rejected--in short, how education policy comes about in a rapidly changing society. Corollary concerns were raised by others in California, including religious groups. The Great Speckled Bird represents the racial-ethnic-cultural diversity that has characterized the United States since its beginning and is used as a metaphor both for the multicultural reality of U.S. society today and for its as-yet-unrealized expression in school social studies curriculum. The book is divided into three parts with seven chapters. Chapters include: (1) "Vantage Points"; (2) "Lights and Shadows"; (3) "California: Containing America"; (4) "New York: Extending America"; (5) "New York: Muting Multiculturalism?"; (6) "California: Making the Grade"; (7) "America Not Yet." (EH)

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